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Dynamics of the learning process and specificities of the digital being in the university

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With the Internet and the multiplication of its tools and services, individuals develop more within an ecosystem in which they become what we call, "digital interconnected beings". In this virtual space, each is known by a set of traces (written, audio or video content, messages on forums, login, purchase or acts of consultation, etc..) left here and there according to our navigations, consciously or unconsciously, and which form a so-called *digital identity* (Merzeau, 2013).

The observation of these traces, means to rethink the principles of being together around new ways of sharing, exchange and exhibition (Alloing, 2013) in which the real and virtual maintain an ambiguous relationship (Georges, 2009). We find them at the university with the implementation of Personal Learning Environments (PLE), educational resources, ICT tools (Information Technology and Communication for Education), social networks, through the online services available to students. Thus, an ecosystem composed of communities and knowledge sharing between students is introduced. Therefore, have a digital existence suggests changes in academic strategies for sharing, treatment and broadcasts information (Arnaud, 2012, Chomienne & Lehmans, 2012).

Under the ADN (Learning and Digital Identity) project, we propose, on the one hand to define this "digital being" and its ecosystem for sharing knowledge, secondly, to study the impact of a strong digital identity on the learning process and the relationship to knowledge. Do we assist to a reconfiguration or a (r)evolution of students practices? A project whose aim is also to provide a better understanding of how their digital identity is built to go to new learning models and online professional support taking into account the characteristics of these media.

Therefore, this paper will first focus on the explanation of our problem and the used theoretical backgrounds. In a second time, we will report and analyze preliminary observations obtained from an exploratory survey of a sample of approximately one

hundred students from the Master Information and Communication of the University of Lorraine. We then conclude with some recommendations and perspectives.

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